

## **New Act to govern adult education and literacy**

—Vicky Ramakka, *Adult Education Consultant, Nevada Dept. of Education, 687-9167*

On August 7, 1998, President Clinton signed the Workforce Investment Act. Under consideration for three years, this legislation places adult education within a block grant, combining it with a number of workforce related programs. It effectively repeals the Adult Education Act, which has supported much of this nation's literacy and adult education efforts since 1965. Under the new Workforce Investment Act, adult education becomes the "Adult Education and Family Literacy Act," which is Title II of five titles.

### **Core indicators**

Key to the new Title II are three core indicators of performance, as follows:

1. Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
2. Placement in, retention in, or completion of, post-secondary education, training, unsubsidized employment or career advancement.
3. Receipt of a secondary school diploma or its recognized equivalent.

While states may have additional indicators, evaluation and funding resources will be dependent on how well a state's adult education programs perform on these core indicators.

### **Other major points in Title II**

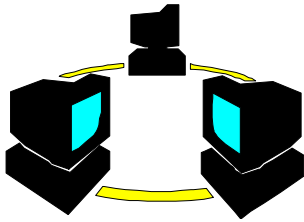
1. Change in how funds are allocated to the states: Previously, federal funds were proportioned out by number of adults without a high school diploma. Now allocation will be based on the number of adults less than 61 years of age. This may be a plus for Nevada's younger population.
2. Allocation for state leadership activities (Teacher Training and Special Demonstration) will be 12.5% of funds to the State. (It has been 15%.)
3. A 5-year State Plan must be developed and is due April 1, 1999.
4. States may receive incentive grants if they exceed the core performance indicators.

There are 12 "considerations" for awarding funds to programs. They emphasize measurable goals for participants; demonstrated need for English literacy services; serving those most in need of literacy services; sufficient intensity for learning gains; and using effective practices, including phonics instruction, use of technology/computers, learning in real life contexts, well-trained staff, coordination with community resources, flexible schedules and support services, and a high-quality information management system to report participant outcomes.

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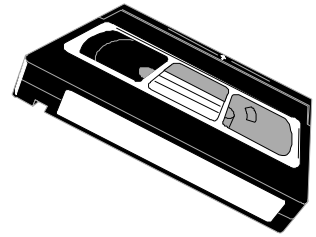
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## Training tapes available

The following recent acquisitions are available on loan through the Professional Development Office at Community College of Southern Nevada. Call 651-5583 to request.



### **M51 Exploring Internet 2: Back to Basics. Available on video or audiotape. 120 min.**

For the newcomer to the Internet, includes instruction, demonstrations, and answers to questions. First part: background (where Internet came from); how it works; types of access; uses and resources. Second part: Mostly demonstrations (e-mail, subscribing to lists, accessing library catalogs and other resources, search tools [GOPHER, MOSAIC], locating programs ). (*Editor's note: Good info for beginner — suggest listening to audiotape most efficient, especially for Part I.*)

### **M46 Integrating Technology into the ABE/GED Curriculum. Videotape. 120 min.**

Sequel to Planning & Funding Technology for Adult Literacy (6/97, #M39). This program for adult literacy coordinators draws from the "Captured Wisdom" model developed by the North Central Regional Education Laboratory (NCREL), featuring video case studies of adult education programs that have successfully integrated new technologies to improve instruction and learning. Topics include: staff training on the use of technology; evaluating different technological options; selecting hardware and software; and utilization. (*Editor's note: Panel includes Jacquelyn Power, who's worked with NV programs. Discussion includes: status of LiteracyLink; examples of using technology in an ESL program and at a correctional institution; use of electronic field trips to teach reading, writing, and math; "peer lit," which evaluates quality of adult ed. classroom materials available on the Internet.*)

### **M45 Using the Web to Enhance the Classroom. Videotape. 90 min.**

Explores use of web technology to enhance classroom teaching. Answers questions such as: How can I use the Web to support classes? Where do I find good Web-based resources in my field? Can I use the Web with students with different learning styles? What kind of hardware, software, and technical support do I need? Segment I, Classroom Applications, includes: use in computer science and philosophy courses, instructional strategies like framing; teaching students with learning differences; differences between web-enhanced, web-managed, and web-delivered instruction. Segment 2, Broad-based Issues, includes: copyright; evaluation of web sites; electronic mentoring; research; lessons learned by students; delivery tools (WEB CT, Top Class, Virtual U); effect on faculty. (*Editor's note: Good info, triggers ideas.*)

## Welcome!

Several adult education programs have experienced changes in leadership during the last few months:

CCSN: Theo A. Byrns, Dean of Community, Rural and Distance Education, 651-5783  
Center for Employment Training: Mary Smith, Director, 348-8668  
Pershing County Reading Center: Lynn Christofferson, Project Director, 273-7397  
WNCC: Miguel Quintero, ABE Coordinator & Grant Writer, 887-3111

# *Literate Nevada ... Literate Communities*

**-Vicki D. Newell, Project Director, 322-4844**

The 22-member Literate Nevada Task Force has been working diligently for the past several months developing the criteria by which Nevada communities can be deemed ***Certified Literate Communities***. On August 14, the Nevada State Council on Libraries and Literacy approved the criteria; after November's general election, they will be forwarded to Nevada's new governor for gubernatorial certification. Currently the project is a part of the ***Literate Nevada*** Special Demonstration Project funded by 353 Teacher Training funds under the Adult Education Act and administered by the Northern Nevada Literacy Council.

The Task Force's mission is to “...mobilize every resource available into a Nevada literacy campaign that functions within state certification guidelines and results in literate communities.” Modeled on other highly successful community programs — such as Georgia's Certified Literate community Program, the Keep America Beautiful Program, and United Way campaigns — the ***Nevada Literate Community Program*** unites major sectors of communities to achieve challenging goals:

Secure the commitment of leading public and private community organizations to actively participate in creating a literate community;

Create and sustain public demand for a literate community;

Mobilize every resource available in the community to create methods by which educationally disadvantaged adults can receive instruction to enhance their literacy proficiency to levels necessary to adapt to change and to accept leadership in the home, on the job, and within the community; and

Encourage parents and custodial adults to provide young people in their care with constructive, enriching opportunities for growth through creative literacy-based activities, youth programs and quality time at home.

The program is designed in five phases of implementation with public recognition for the community as it completes each phase. The thrust of the program is for each applicant community to identify the gaps in the community's literacy services and develop a plan of action that fills the gaps. As an example, the community may not have a GED Test Site, so it would identify how to make that program easier for its citizenry to access; or, senior members of the community might be in need of glasses to better be able to read, so it would identify ways to obtain glasses in an affordable manner.

The Washoe County Library System has announced its intent to take leadership in being the first applicant to become a ***Nevada Certified Literate Community***. In the months ahead, we'll keep you up-to-date on which communities get involved, who within the community takes an active leadership role, and the goals they set. For a “How To Become a Nevada Certified Literate Community” manual, contact me at (702) 322-4844.

*Editor's note: Vicki Newell's “Impact on Adult Education” column will now appear in the NAEA Newsletter, which is sent to all current members of the Nevada Adult Education Association. Dues are \$18/year. Send to Treasurer Terri Kaulentis, CCSN, 2409 Las Verdes, Building B, Las Vegas 89102. Phone: 651-4487.*

## **Survey results**

Much thanks to those of you who responded to the June ***Nevada Connections*** survey. You indicated satisfaction with all the types of articles we include; there was nothing you found “of little use.” Please continue to send us your comments and suggestions!

## Training Calendar Now Online

Emmy Bell, Coordinator of the Nevada Literacy Coalition, announced the calendar of training activities maintained at the State Literacy Resource Center is now available online at:

<http://www.clan.lib.nv.us/docs/NSLA/LITERACY/lit.htm>

“Keeping the calendar online, rather than mailing it out every two months, will save thousands of dollars,” said Emmy. “It will also allow us to provide adult educators with more current information, as we can update the calendar and get the word out as soon as we receive information.”

Send updates to Emmy: fax (702) 687-8311

e-mail [ebell@clan.lib.nv.us](mailto:ebell@clan.lib.nv.us)

phone (800) 445-9673 (in NV) or (702) 687-8340

## Fall deadlines

Mini-grant applications:  
September 30 and  
November 30

Proposals to present at  
MPAEA conference in  
Boise (April '99): October  
19.

Request applications from:  
Charley Gregg: 651-5583

Questions: Sharyn  
Yanoshak, 253-6280.

## New Act *(continued from front page)*

This new act puts adult education into a new realm of operation. However, our ABE programs are well positioned to respond to each of the 12 considerations. ABE programs have implemented competency-based instruction in real life contexts, and have traditionally offered flexible schedules and served low-literacy individuals. Last year, Nevada's funded programs pilot-tested the CASAS TOPSpro software for tracking student progress, and will fully implement it this year, providing a state-wide information management system. All ABE programs have developed strong partnerships with community resources, and will be able to enhance their services in coordination with One-Stop Centers, supported by other titles in the Workforce Investment Act.

**This professional development project is funded by a grant from the Nevada State Department of Education, Adult Education Act, P.L. 91-230 as amended. There is no discrimination or denial of participation on the basis of gender, race, national origin, color, disability, or age.**

